Nicole Lostritto

Edu.702.22

Wiki Assignment # 4

Stansbury, K. (2001). What new teachers need. *Leadership, 30,* 18-21. Retrieved

from <http://www.hwwilsonweb.com>

Principals need to adjust the working conditions of novice teachers as they are typically assigned to the most difficult classes and assignments. They need to provide more time for teachers during the school day. They have control over scheduling issues that would enable mentor teachers to spend quality time with mentees enabling them to meet with, observe and analyze their teaching and solve problems. Principals need to identify and encourage competent teachers to become mentors who support the growth and development of new teachers. Principals must be able to identify the strengths and weaknesses of beginning teachers and provide indirect support through mentoring programs.

Watkins, P. (2005). The principals’ role in attracting, retaining, and developing

new teachers. *The Clearing House, 79,* 83-88. Retrieved from

<http://www.wilsonweb.com>

New teachers need to feel like they are part of a professional community at the onset of their professional careers. They need to know that their input and ideas are valued and respected by their colleagues and the administration. New teachers’ participation in a professional community has a powerful effect on their abilities to develop effective teaching strategies that show results in meeting student needs. It is the responsibility of principal to facilitate, encourage and nurture these communities enabling them to work toward common goals and make decisions based shared experiences and results. They must support and encourage the perception that new teachers have valuable knowledge and experiences to contribute.

Norman, A. & Floyd, A. (2005). A roller coaster ride: The twists and turns of a

novice teacher’s relationship with her principal. *Phi Delta Kappan, 86,* 767

771. Retrieved from <http://www.wilsonweb.com>

All new teachers can benefit from a strong support system to help ensure that they develop into competent, enthusiastic practitioners who will reach their full potential. Although it is assumed that novice teachers are receiving this much needed support it is often not the reality. Often the supports systems are inadequate or virtually non - existent. In addition to the lack of support some novice teachers experience disrespect and feel devalued by their principal and colleagues. Particularly those who voiced their troubles and actively sought the support needed. Negative experiences such as these add to the frustration, anxiety, and waning self esteem new teachers typically experience. These negative experiences can severely damage the professional life and development of any teacher as well as invade upon their personal lives.

Cherian, F. & Daniel, Y. (2008) Principal leadership in new teacher induction:

Becoming agents of change. *International Journal of Educational Policy &*

*Leadership, 24,* 210-221. Retrieved from <http://www.wilsonweb.com>

Suggests that principals embrace the notion of “communities of practice” to develop a culture that not only benefits new teachers but the entire school community. Mentorship requires a collective effort and involvement when teaching is viewed as an intellectual, moral and political endeavor. Successful induction programs require regular and meaningful interactions between principal s, mentor teachers, and new teachers. This article suggests the need to explore the ways schools might be organized to support the induction process using versatile methods that consider the complex process of teacher induction. This study also explores the primary expectations new teachers have of their principals as they attempt to navigate their environments addressing the problems and concerns they encounter.

Hope. (1999) Principals orientation and induction activities as factors in

teacher retention. *The Clearing House, 27,* 54-56. Retrieved from

<http:///vnweb.hwwilsonweb.com>

Many believe that the experience of a first year of teacher is crucial in determining whether or not an individual will remain in the profession. Therefore, an encouraging induction experience is an important preamble to the teaching profession. Induction programs should also continue past the first year to ensure continual growth and development. Many new teachers have only been given a short orientation prior to entering their classrooms. They begin their careers in isolation. This “sink or swim “mentality that is typical within the teaching profession must be abandoned. When principals prioritize connecting new teachers with their peers in induction programs everyone benefits. When colleagues are able to communicate freely, new or veterans, it can have a beneficial effect on the entire school culture. Many novice teachers typically feel anxious and unsure about approaching and interacting with their principals. They are often afraid to talk about or show any weaknesses. In attempt to alleviate such feelings, principals need to seek out novice teachers, initiate conversations and offer guidance. The benefits of developing good induction programs helps ensure that principals have a stable, committed staff and in turn, reduces funds spent on recruitment.

Moore, S. & Kardos, S. (2002) Keeping new teachers in mind. *Educational*

*Leadership, 59,* 290-295. Retrieved from <http://wilsonweb.com>

This article stresses the necessity and importance of a schools professional culture. It notes three types of orientations typical within schools. Schools adhering to the veteran orientation cater to and develop practices based on objectives that serve the veteran. Such schools typically have a high percentage of veterans and are not organized to connect with new teachers. Schools adhering to a novice orientation are usually charter schools or schools lacking in structure and organization. Although the teachers show great amounts of energy, idealism, and commitment they have the highest turnover rates and the least amount of guidance. The last type of orientation is integrated. In these schools sharing, support and development remains for all teachers at all levels of experience. Both novice and veteran teachers feel they benefit from exchanges. These schools tend to have higher retention rates.

Ganser, T. (2002) Supporting new teacher mentor programs: Strategies for

principals. *Presented at the Annual Meeting of the International*

*Mentoring Association*.

Playing an active role in new teacher induction is the responsibility of the principal. Recommendations have been made to improve the relationship between principals and new or novice teachers. Successful principals coupled induction programs and individual assistance to maximize professional development for new teachers.

Angelle, P. (2002) Toss it to the new teacher: The principal’s role in the induction

program. *Presented at the Annual Meeting of the International Mentoring*

*Association.*

Many of the ineffective principals were described as floaters who were not directly involved with new teachers or the induction process. In the analysis of the role of the principal in effective schools, the principals were more focused in mentoring new teachers. “…mentoring is frequent, often unannounced, and invariably followed by thought provoking feedback for the novice.”

Powell, L. (2004) The principal’s role in first-year teacher retention. *Baylor*

*University,* 62, 200-221. Retrieved from <http://www.wilsonweb.com>

If new teachers are not receiving support from principals, faculty and administration it can lead to a change in profession. There is a gap between the perception and reality between the support principals feel they are providing new teachers and the support novice teachers are actually getting. It is ultimately the responsibility of the principal to birdge this gap.

Halford, J. (2005) Easing the way for new teachers. *Educational Leadership,* 24,

33-37. Retrieved from <http://wilsonweb.com>

Halford notes the importance of creating a positive induction experience for new teachers as an essential component in their professional development and ultimate retention. Despite research findings all school districts are not required to have mentorship programs. Many educational budgets do not believe mentorship programs are worthwhile. Nvertheless, education departments end up spending more on recruitment and rehiring.